EDUCATION AND SKILLS COMMITTEE

AGENDA

2nd Meeting, 2018 (Session 5)

Monday 15 January 2018

The Committee will meet at 4.45 pm in The Lighthouse, Glasgow.

1. **Education reforms**: The Committee will take evidence from:

   Mhairi Shaw, Regional Lead Officer, Glasgow City Region Education Improvement Collaborative, and Director of Education, East Renfrewshire Council;

   Ruth Binks, Head of Education, Inverclyde Council; and

   Maureen McKenna, Executive Director of Education Services, Glasgow City Council.

Roz Thomson
Clerk to the Education and Skills Committee
Room T3.40
The Scottish Parliament
Edinburgh
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The papers for this meeting are as follows—

**Agenda item 1**

SPICe Briefing Paper  
ES/S5/18/2/1

Paper by the Clerk  
ES/S5/18/2/2
INTRODUCTION
The Committee is undertaking scrutiny of the Scottish Government’s education reforms as preparation for the expected Education (Scotland) Bill. 

Briefly the reforms include:

- creating a Headteachers’ Charter,
- increased parent and community engagement in schools,
- more pupil participation,
- Regional Improvement Collaboratives, and
- creating an Education Workforce Council for Scotland (to replace the General Teaching Council for Scotland).

Before Christmas the Committee heard from educationalists (29 November and 6 December) and from Education Scotland (13 December).

Today the Committee will hear from:

- Mhairi Shaw, Improvement Lead, West Partnership and Director of Education for East Renfrewshire Council
- Maureen McKenna, Glasgow City Council and ADES
- Wilma Bain, Director of Education, Inverclyde Council

The following suggests potential themes to explore.

THEME 1: Previous practice in collaboration in school education
East Renfrewshire, Glasgow City and Inverclyde local authorities are in the ‘Glasgow City Region Education Improvement Collaborative’ which also includes:

- East Dunbartonshire
- North Lanarkshire
- South Lanarkshire
- Renfrewshire
- West Dunbartonshire

These are the same local authorities that make up the Glasgow City Region for the purposes of the Glasgow Region City Deal. It covers three college regions and three regions in relation to the Developing the Young Workforce.
All the Regional Improvement Collaboratives (RICs) have been asked by the Scottish Government to develop an improvement plan by the end of January. The draft improvement plan for the Glasgow City Region Collaborative is available here and is also included in an annexe to paper 2.

The Collaborative was previously called the West Partnership. Council papers refer to the West Partnership having been in existence for almost a year by the time the Glasgow City Region Education Improvement Collaborative was established in August 2017. It therefore predates the Scottish Government announcement in October 2017 that Collaboratives would be established by the end of that month.

The International Council of Education Advisors recommended that the Scottish Government:

“Learn from existing attempts to formally share education services between local authorities e.g. the Northern Alliance, and other forms of non-structural regionalisation that have been successful internationally.”

In ‘Next Steps’ (June 2017) the Scottish Government set out its vision for its education reforms and the case for change. This emphasised the variation between local authorities in current provision and suggested that:

“system wide collaboration could help address variation in the level of performance and capacity” (p.16)

It noted that:

“a number of models of regional collaboration are beginning to emerge, but these models do not yet have sufficient depth, pace or impact as they are currently constituted. The International Council of Education Advisers (ICEA) told us in March that in Scotland "collaboration was uneven and was not sufficiently ingrained throughout the education system".

The Committee may wish to discuss:

- the type of collaboration in relation to school education that existed in the Glasgow City Region prior to the establishment of the West Partnership as a Regional Improvement Collaborative
- how the Collaborative is learning from previous collaboration in their area, and from practice elsewhere in Scotland
- how the Scottish Government’s proposals are changing the type, extent and pace of collaboration in the area

THEME 2: Governance and Funding of the Collaborative

Governance is provided through a “Glasgow City Region Education Committee”, comprising the education conveners (or equivalent) of each local authority and is expected to meet twice a year. This is established as a sub-committee of the Glasgow City Region Cabinet, which is a Joint Committee established under the Local Government (Scotland)
Act 1973¹ (Papers to South Lanarkshire Council, August 2017). Existing governance arrangements for school education within individual local authorities will continue.

The “Empowering Schools” consultation proposes that the Education (Scotland) Bill would:

“provide the legislative underpinning for the establishment of Regional Improvement Collaboratives to allow them to fulfil their agreed functions which will include (but are not limited to): regional priorities and regional improvement plans; professional learning and leadership; curriculum support; sector specific support; improvement methodology; sharing good practice and the impact of research; peer to peer and school to school collaboration and a regional approach to supporting staffing challenges” (p.5).

It also notes the possibility of requiring local authorities to participate:

“Given the central importance of collaboration in improving education outcomes it may be desirable to require local authorities to participate in the Regional Improvement Collaboratives. This is something we will keep under consideration but, at a minimum, the Bill will embed the requirement for collaboration between various parties involved in education provision” (p.25).

The Glasgow City Region Education Improvement Collaborative draft improvement plan acknowledges that:

“there are unquestionably challenges in seeking to align the views and priorities of different authorities”

Role of Education Scotland

The report of the joint steering group² described Education Scotland’s role as follows:

“Education Scotland […] will make a substantial contribution to each IC, including involvement in selecting the Regional Improvement Lead, agreeing the Improvement Plan and the Workforce Plan” (p.19)

The steering group report identifies Education Scotland staff as part of the ‘core team’ of the Collaboratives (p.14).

In evidence to the Committee on 13 December, Graeme Logan (Education Scotland) described how they would:

“streamline our national offer so that the bulk of our staff can contribute to the regional improvement plans. […] staff will be out working with our partners in local authorities and schools in the regional collaboratives.” (OR 13 December col 3)

Education Scotland is not mentioned as part of the governance arrangements in the Collaborative’s draft improvement plan. The organisation is mentioned in relation to the requirement to submit the draft plan to the Chief Inspector and as a stakeholder with which the Collaborative will engage.

¹ s.56 of the Local Government (Scotland) Act 1973 allows local authorities to discharge their statutory functions jointly, and to establish joint committees under s.57 to do so.
² Membership was: Scottish Government, Education Scotland, COSLA, SOLACE and ADES
“the GCREIC proposes to engage with a number of additional stakeholders from across the education sector, including HE and FE establishments, Trade Unions, Education Scotland and the Care Inspectorate”

Education Scotland staff are included in the staff resources available to the Collaborative. The draft plan states:

“An initial scoping exercise is underway to identify the resources available across all eight partner local authorities. This consists of staff who provide quality improvement support and challenge to schools, and school staff, including those who are Associate Assessors with Education Scotland. It is also expected that Education Scotland will support the work of the Partnership.”

**Resources**

The Scottish Government’s draft budget, published before Christmas, included £4m for education reforms, of which Regional Improvement Collaboratives form a part. The draft budget did not provide any detail about how this might be allocated or spent.

**Next Steps** (June 2016) stated that Collaboratives would:

“be funded through a combination of decentralising the national resources of Education Scotland and pooling of local government resources to support regional improvement delivery” (p.31).

The Glasgow City Region Collaborative’s draft plan states that a scoping exercise is underway to identify required resource for the Collaborative as:

“the initial improvement plan sets out a number of critical activities, many of which will require a significant staff resource”

It proposes a bid be made to the Scottish Government to support the operation of the Collaborative.

The Scottish Government consulted on school funding arrangements last year. (Fair Funding to Achieve Excellence and Equity in Education). A fixed national funding formula is ruled out. It sought views on two possible approaches:

“by enshrining a national approach to the devolution of funding within the new Headteachers’ Charter; and/or through increased targeting of elements of funding, building on the Pupil Equity Funding approach.”

It also asked for views on the advantages and disadvantages of:

“An approach where the current system of funding schools is largely retained, but with a greater proportion of funding allocated directly to:

1. Schools;
2. Clusters; or
3. Regional Improvement Collaboratives.”

³ ‘level 4‘ figure under ‘people and infrastructure’ (level 3), under ‘learning’ (level 2).
The consultation closed in October 2017.

The Committee may wish to discuss:

- what the legislative basis of the Collaboratives ought to be
- the role of Education Scotland in the Glasgow City Region Collaborative
- the likely scale of additional staffing and other resource required to support the Glasgow City Region Collaborative
- whether the Collaborative should manage its own budget and whether the Collaborative should be funded from central and/or local government.

**THEME 3: Draft Improvement Plan**
The [Glasgow City Region Collaborative’s draft improvement plan](#) identifies three key themes:

- quality improvement
- early learning and childcare
- learner journey

In October 2017, lead officers were appointed to the Collaborative: Mhairi Shaw (East Renfrewshire Council) as Regional Lead Officer; Maureen McKenna (Glasgow City Council) as Improvement Lead; Laura Mason (West Dunbartonshire Council) as Early Learning and Childcare Lead; and Tony McDaid (South Lanarkshire Council) as Learner Journey Lead.

The draft plan includes indicators of progress and ‘key activities’ under each of the three headings. Overall, the focus is on sharing best practice, supporting curriculum improvement, improving staff training/continuous professional development and improving use of data. There is also a focus on aligning work with the aims of Developing the Young Workforce and the [City Region economic strategy](#).

Once the improvement plan is agreed by the Collaborative, it will be sent to Education Scotland for approval. The [report of the joint steering group](#) stated:

“The Plan must also be designed in a ‘bottom-up manner, based on the needs and improvement priorities of schools, and must be approved by the Chief Inspector.”

The current consultation states that:

“Much will depend on the relationships that the Regional Improvement Collaboratives establish with head teachers, and the extend to which head teachers are involved in setting the priorities of the Collaborative. The Bill will ensure this involvement” ([Empowering Schools, p.9](#)).

The draft improvement plan notes that, because of the large number of schools in the regions (773 schools and hundreds of early years settings) it has not been possible to consult them in the preparation of this draft plan. However, they would be consulted on future plans (p.5).
The Committee may wish to discuss:

- which of the activities outlined in the draft plan would not have taken place had the Glasgow City Region Education Improvement Collaborative not been established (i.e. how it differs from the activity planned as West Partnership, prior to the development of a national policy on Regional Improvement Collaboratives)
- the extent to which the activities in the draft plan differ from what is included in individual local authorities' education improvement plans
- the involvement of Education Scotland in the development of the draft plan
- the involvement of head teachers in the development of the draft plan, and how this will develop in future

**THEME 4: Changing roles of head teachers and local authority**

The reforms are intended to create greater collaboration across the whole school system and also devolve a greater degree of decision making to the school level. The key legislative proposal is a head teacher charter that will: “give head teachers freedom to lead learning and teaching in their schools.” This will include:

- freedom of choice in designing the curriculum (Empowering Schools, p.8)
- the right to be involved in devising and reviewing recruitment processes (p.12)
- the ability to choose the vast majority of their permanent staff (p.11)
- the ability to decide the promoted post structure within their school (p.12)
- delegation of staffing budgets to schools (p.13)
- requiring that local authorities involve head teachers in education spending decisions (p.13)
- duty on head teachers to work collaboratively (p.8)
- duty on head teachers to involve their school community in key decisions affecting them

The bill will ensure head teacher involvement in setting Regional Improvement Collaborative priorities (Empowering Schools, p.9) and head teachers will decide the improvement priorities for their school in relation to the existing duty to have regard to reducing inequalities of outcome (Empowering Schools, p.10).

Local authorities will still have a duty to improve the quality of school education. The bill will require them to do this through their participation in Regional Improvement Collaboratives. The local authority will remain legally responsible for sufficiency of education provision, and remain the employer of staff, but:

> “when it comes to actual teaching and learning in schools, the role of the local authority will be to participate in the Regional Collaborative’s work to provide the support and expertise that schools in the area need, rather than imposing local curricular policies and practices on schools” (p.16).

There will no longer be a local authority education improvement plan. There will be a school improvement plan, a regional improvement plan and a national improvement plan (Empowering Schools, p. 9).
In evidence to the Committee in December, Frank Lennon (Commission on School Reform) suggested that the reforms should not necessarily be implemented across all schools at the same time – highlighting in particular the difference between primary and secondary schools. In his written evidence he criticised what he terms the “lock-step” approach of implementing changes across the whole system at the same time:

“the wisdom of employing a lockstep approach by making such changes mandatory for all schools irrespective of the varying degrees of willingness and readiness within and across the primary and secondary sectors is highly questionable” (OR 6 December col 4).

The Committee may wish to discuss:

- how day to day practice for teachers will change as a result of these reforms
- how far decision making is already devolved to head teachers in relation to: curriculum and budgets in their respective local authorities and how this might change as a result of these reforms
- what improvements in continuing professional development will be available as a result of the Glasgow City Region Collaborative
- to whom head teachers will be accountable for the performance of their schools
- whether there are significant differences in the capacity of primary and secondary schools to respond to these reforms

THEME 5: Workforce planning

The current consultation proposes that head teachers will have: “the power to choose their team” and that the delegation of budgets extend to staffing. However, it also describes one of the functions of the RICs as enabling “a regional approach to supporting staffing challenges” (p.5).

The report of the Joint Steering Group included the following as one of the functions of Regional Improvement Collaboratives:

“Take a regional approach to supporting staffing challenges, including recruitment and retention; promoting shared approaches to building capacity and securing improvement” (p.9).

In evidence to the Committee on 29 November, Professor Chris Chapman referred to the potential for the Regional Improvement Collaboratives to address workforce issues:

“The regional collaboratives give an opportunity to provide teachers with different types of experiences in different contexts and to build their professional expertise by orchestrating the movement of the workforce around an area that is greater than a local authority. A by-product of that might be that they can begin to think about how to co-ordinate the workforce over a bigger region. There is potential for that, but it is probably a by-product rather than a primary objective” (OR 29 November col 28).

The Committee may wish to discuss:
• how Regional Improvement Collaboratives will be able to take a regional approach to staffing challenges while also devolving more decision-making to head teachers

THEME 6: Parental and community involvement
In June 2016 Delivering Equity and Excellence in Education: A Delivery Plan for Scotland described the objectives of the governance review as being to increase stakeholder involvement and devolve decision making to schools and communities.

“The reforms are designed to ensure that parents, colleges, universities and local employers can better support efforts to raise attainment and ensure that young people progress into positive destinations. Our clear objective is to devolve decision making and funding to schools and communities.”

The “Empowering Schools” consultation proposes:

• requiring head teachers work in a collaborative way with the parent council and wider parent forum (p.18)
• amending the definition of parental involvement to “include a prominent place for parental engagement in learning, learning in the home and family learning”
• that parental involvement strategies are reviewed every three years (p.19)
• that parental involvement is a relevant improvement matter considered by the Regional Improvement Collaborative (p.19)
• requiring head teachers to promote and support pupil participation (p.22)
• exploring the possibility of a duty on local authorities and Ministers to ensure young people are supported to influence local and national education policy (p.22)
• that local authorities involve school communities in decisions about education spending (p.13)

The Committee may wish to discuss:

• how the parents, pupils and the wider community can be involved in the Collaborative in a meaningful sense particularly given the large size of the region
• how stakeholders such as local employers, further and higher education providers and children’s services providers are involved in the work of the Glasgow City Region Collaborative
• how parental and pupil involvement in decision making at school level will change as a result of these reforms

THEME 7: Relationships and culture change
In Governing in a Complex World (OECD, 2016), the OECD emphasised the importance of trust in achieving system change. The concluding chapter describes trust as:

“the glue that holds it all together.” […] “It is an essential element of educational governance and is required for good system functioning.”
Professor Graham Donaldson told the Committee that:

“as far as the total package is concerned, the challenge is not so much whether the structural changes are right or wrong; everything hinges on the extent to which the relationships between the various stakeholders in the process are strong, constructive and positive and whether we get the leadership right at the national level, at the level of the new regional collaborative and, particularly, at the headteacher level” (OR 29 November col 2).

Similarly, Professor Chris Chapman and Keir Bloomer both agreed on the importance of the quality of relationships. Tracey Burns said:

“The usual temptation is to focus on structures as a relatively quick and concrete fix. You feel successful when you do something, but that does not mean that you change any of the underlying relationships” (OR 29 November col 4).

In Next Steps (2016) the Scottish Government emphasised the importance of consensus but also of speed.

“We are keen to build consensus and partnership in their design, however, we must progress with pace.” (p.31)

The Committee may wish to discuss:

- the importance of shared ownership of any reforms, and how to build this both in the Scottish context and their local regional context
- how to ensure that relationships within the system are such that change can be implemented successfully
- how to ensure consensus while also progressing at pace

Camilla Kidner
SPICe
10 January 2018
Annex: POLICY DEVELOPMENT TIMELINE

- April 2016: Manifesto 2016: “International evidence shows that when parents and communities are more involved and engaged with schools, children’s attainment improves. So we will review school governance with a view to ensuring that parents, families and communities play a bigger role in their children’s education and in the life of their children’s school.”

- June 2016: Delivering Equity and Excellence in Education: A Delivery Plan for Scotland. This summarised action across the full range of schools policy, including an outline of the governance review:

  “We will launch a Governance Review alongside the Programme for Government in September 2016. This review will examine the system changes required to deliver our commitments to empower schools, decentralise management and the support through the encouragement of school clusters and creation of new educational regions. The reforms are designed to ensure that parents, colleges, universities and local employers can better support efforts to raise attainment and ensure that young people progress into positive destinations. Our clear objective is to devolve decision making and funding to schools and communities. This process will run in parallel with the review of the impact of the Scottish Schools (Parental Involvement) Act 2006 by the National Parent Forum of Scotland.”

- September 2016: Empowering teachers, parents and communities to achieve Excellence and Equity in Education – A Governance Review Consultation ran from September to January 2016.


- June 2017: Analysis of consultation “Education Government: empowering teachers, parents and communities to achieve excellence and equity in education. Analysis of consultation responses.” The consultation received 1,154 submissions, which, in general:
  - supported the current governance system, while acknowledging areas for improvement (particularly ‘joined up’ approaches, consistency and school level control over staffing)
  - supported the role of national organisations, although there was scope to clarify roles of agencies
  - opposed uniform establishment of educational regions
  - were concerned that further devolution to school level would increase workload and bureaucracy
• **June 2017:** *Education Governance: Next Steps – empowering our teachers, parents and communities to deliver excellence and equity for our children.* Set out the plans in more detail, including discussion of the evidence base.

• **June 2017:** *Fair Funding to Achieve Excellence and Equity in Education.* Consultation ran from June to October on the way schools are funded. It does not advocate a preferred approach, although a fixed national funding formula is ruled out.

• **July 2017:** *Report published* of the February meeting of the International Council of Education Advisors. The ICEA is considering three themes:
  - Capacity building in educational leadership and professional learning.
  - Building collaboration and collective responsibility in Scottish education.
  - What works educationally to close the equity gap.

  It noted that:

  “At the Deputy First Minister’s request, the Council also made some recommendations around the issue of governance. The Council felt that it was important to consider how to de-clutter the system without damaging it. The Council advised against becoming too focussed on changing the structure of the education system when, arguably, the more important aspects are the culture and capacity within the system. In particular the Scottish Government should:

  • Learn from existing attempts to formally share education services between local authorities e.g. the Northern Alliance, and other forms of non-structural regionalisation that have been successful internationally.
  • Create learning hubs around the country where education professionals can go to learn about different elements of educational practice.”

• **21 September 2017:** *Joint Steering Group report* provides further detail on the functions, governance and accountabilities of the Regional Improvement Collaboratives. Establishes that the regional improvement leads would be employed by a local authority not Education Scotland.

• **3 October 2017:** *Parliamentary Statement 3 October 2017* setting out legislative and non-legislative reform proposals. The Cabinet Secretary announced that Regional Improvement Collaboratives would be established by the end of October.

• **7 November 2017:** Consultation published on legislative proposals. *Empowering schools. A consultation on the provisions of the Education (Scotland) bill*

• **8 November 2017:** *Scottish Education Council established.* It is chaired by the Cabinet Secretary and will meet every two months.

• **January 2018:** Regional Improvement Collaboratives expected to have regional improvement plans in place. Consultation closes on legislative proposals.
Education and Skills Committee

2nd Meeting, 2017 (Session 5), Monday, 15 January 2018

Education reforms

Purpose and background

1. This paper reproduces and provides links to a number of documents in relation to the Committee’s work on education reforms.

2. The Committee held three evidence sessions toward the end of 2017 on education reforms. The Committee heard from a number of educational experts on 29 November 2017 and 6 December 2017; in addition the Committee took evidence from Education Scotland on 13 December 2017.

   - Official Report of the Committee meeting on 29 November 2017;
   - Official Report of the Committee meeting on 6 December 2017; and

3. This meeting the Committee will be taking evidence from senior officials from local authorities in the Glasgow City Region Education Improvement Collaborative, previously known as the West Partnership.

West Partnership

4. The Glasgow City Region Education Improvement Collaborative comprises of the eight local authorities which make up the Glasgow City region. These local authorities are East Dunbartonshire Council, East Renfrewshire Council, Glasgow City Council, Inverclyde Council, North Lanarkshire Council, Renfrewshire Council, South Lanarkshire Council, and West Dunbartonshire Council.

5. The Glasgow City Region Education Improvement Collaborative was constituted in August 2017 at a meeting of the Glasgow City Region Cabinet. The Scottish Government’s Empowering Schools a Consultation on the Provisions of the Education (Scotland) Bill states that each of the six collaboratives “will have a detailed Regional Improvement Plan in place by January 2018”.

6. A copy of the draft Regional Improvement Plan for the West Partnership (Glasgow City Region Education Improvement Collaborative) is reproduced in Annex A of this paper. This draft plan will be considered by elected members of the constituent local authorities who are also members of the Glasgow City Region Education Committee on the morning of 15 January 2017. Once agreed, the Regional Improvement Plan will be presented to Education Scotland for approval.
Follow up from previous meetings

7. The Committee requested a number of further pieces of information following the meetings with experts in late 2017.

8. On 29 November 2017, Dr Tracey Burns stated—

“A new piece of work has just been released that could be interesting to look at. It looks at different systems and the trade-offs that they have made. Some systems, such as in Japan and Korea, choose to save money by having bigger classes, while others choose to focus more on spending money to support teachers but then they have less time to spend outside the classroom. Those are some of the traditional policy trade-offs that we have mapped along with performance as measured by the programme for international student assessment.” (Official Report, 29 November 2017, Col 24)

9. The piece of work Dr Burns referred to was “Indicator B7 Which factors influence the level of expenditure on education?”, in Education at a Glance 2017: OECD Indicators.

10. Dr Burns also referred to a number of other jurisdictions’ approaches to governance. Case studies on the education systems of Flanders; Germany; Poland; Sweden; the Netherlands; and Norway can be found here: http://www.oecd.org/edu/ceri/governing-complex-education-systems-casestudies.htm.

11. The Committee has been interested in how schools will be accountable. The Committee asked for a visual representation of the current and proposed governance structures. The Scottish Government has provided a diagram showing the structure of education in Scotland before collaboratives were widely established. The diagram is included in Annexe B of this paper.

12. In terms of the proposed structure, the Scottish Government’s consultation, Empowering Schools a Consultation on the Provisions of the Education (Scotland) Bill (p14), states:

“We envisage the Collaborative providing support on curriculum and improvement issues, the local authority providing support on funding and staffing issues and Education Scotland identifying areas for improvement through the school inspection process. The school will identify the issues on which it needs support from the Collaborative whose Regional Improvement Plan will be informed by school improvement plans from across the participating local authorities. This model of support provision for schools is illustrated in the diagram below:

[Diagram]

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13. Also in the context of the accountability of schools, and for the purposes of information only, the Committee asked for a briefing on how boards of governance operate in other jurisdictions in the UK. The House of Commons Library produced a briefing paper on this topic in August 2017.

Clerk to the Committee
10 January 2018
Glasgow City Region Education Improvement Collaborative
Draft Improvement Plan

January 2018
Foreword

As the Convener of the Glasgow City Region Education Improvement Collaborative, I am proud to present our initial Regional Improvement Plan, prepared for submission to the Chief Inspector of Education Scotland.

The establishment of regional improvement collaboratives across Scotland represents a step change in how local authorities, all over the country, seek to work together to bring about educational improvement. There are unquestionably challenges in seeking to align the views and priorities of different authorities, often with varying circumstances; however, we must recognise the strength that is to be achieved from co-operation across our region.

The Glasgow City Region Education Improvement Collaborative, known as the West Partnership, brings together authorities from across the Glasgow City Region, each with their own unique identity and aims. Through the development of the following plan, we have sought to reflect the aspirations of each, working closely with and drawing on the expertise of officers and staff in schools and centres from across the region, to deliver a truly ambitious plan.

The aim of the West Partnership is clear. We want to ensure we bring about excellence and equity in education across the entire region.

The Glasgow City Region is hugely varied, ranging from some of the highest performing schools in the country, to some working in the most challenging of circumstances. In a compact geographical area, with a significant proportion of Scotland’s population, there can be huge gulfs in the educational outcomes of our children and young people.

This is not a new problem.

The challenges that many schools face across our region have long been recognised, but the gap doesn’t simply exist in the relative performance of authorities, it exists at every level, across every learning community, every school and, indeed, across every classroom.

This plan represents the first steps in our journey to tackling the challenges that exist. It sets out our initial actions, under three identified priorities, measuring them against draft indicators to ensure we are making progress. If we are serious about closing the gap we must be serious about the difference we want our plan to make. Through a robust monitoring and evaluation process we will seek to record the impact of our plan to ensure we are improving the learning opportunities for our staff and the learning outcomes for our children and young people.

We also recognise the links that exist for the future economic prosperity of the Glasgow City Region. The Glasgow City Region Economic Strategy makes clear the skills and knowledge that our future workforce will require – education is key to its delivery. Ensuring our children and young people get the right start in life now will drive the economic growth of our region in the future.

Together, the West Partnership is ambitious in its plans to close the gap. Every child should be able to fulfil their potential and have the opportunity to do so. All 8 authorities share the aims set out in this plan and are committed to driving the actions required to ensure that, across the region, we can all seek to deliver excellence and equity in education.

CONVENER
1. **Context**
   
1.1. The following Improvement Plan from the Glasgow City Region Education Improvement Collaborative (GCREIC) has been developed following the guidance issued in the Education Governance Strategic Report from the Scottish Government, Education Scotland, SOLACE, ADES and COSLA.

1.2. It is recognised that the Scottish Government’s ongoing consultation on the forthcoming Education Bill will likely impact on the role of the Regional Improvement Collaboratives across Scotland and, where possible, the GCREIC has sought to reflect the potential for future change in the development of this initial plan.

1.3. Additionally, the timing of actions that will be undertaken by the GCREIC have sought to align with the draft proposals already issued by the Scottish Government to ensure the collaborative is prepared for any future changes.

2. **Introduction**

2.1. The Glasgow City Region Education Improvement Collaborative (GCREIC), known as the West Partnership, is one of six Regional Improvement Collaboratives established across Scotland in response to the Scottish Government’s education governance review undertaken throughout 2017.

2.2. The West Partnership brings together eight local authorities who, collectively, make up the Glasgow City Region; East Dunbartonshire Council (EDC), East Renfrewshire Council (ERC), Glasgow City Council (GCC), Inverclyde Council (INV), North Lanarkshire Council (NLC), Renfrewshire Council (REN), South Lanarkshire Council (SLC) and West Dunbartonshire Council (WDC). The profile of each council area is diverse with East Dunbartonshire and East Renfrewshire being two of the most affluent areas in Scotland and with many of the country’s least affluent areas in Glasgow, North Lanarkshire, West Dunbartonshire, Inverclyde and large areas of Renfrewshire – all of which are ‘Challenge Authorities’ within the Scottish Attainment Challenge. The Partnership sits across three regions as defined by the Developing the Young Workforce – Scotland’s Youth Employment Strategy (DYW) and across three college regions; Glasgow City; West College Scotland; and, Lanarkshire.

2.3. The GCREIC was formally constituted through the August 2017 meeting of the Glasgow City Region Cabinet and subsequently through each authority’s governance arrangements. Three initial priorities have been agreed upon: quality improvement; early learning and childcare; and the learner journey, each of which sit well with local and national priorities, the region’s economic strategy and the National Improvement Framework.

2.4. Regional Lead Officer Mhairi Shaw (ERC) and senior officers have been appointed to lead on the formulation of the Improvement Plan and each of the priorities: Maureen McKenna (GCC) to lead on Improvement; Laura Mason (WDC) to lead on Early Learning and Childcare; and Tony McDaid (SLC) to lead on the Learner Journey.

2.5. As agreed at the Glasgow City Region Cabinet and subsequently between Scottish Government and CoSLA, the Partnership and its work will complement each member’s Local Improvement Plan ensuring that it offers “additionality” to schools and nurseries. For example, since five of the eight local authorities are “Challenge Authorities” and a sixth has “Challenge Schools”, each has developed specific plans to raise attainment and close the poverty related attainment gap, there is no need for the GCREIC’s Improvement Plan to replicate this work. However, there is the opportunity to share and learn from best practice in raising attainment across all eight member authorities. As such the Partnership has
focused on where they each would benefit from collaboration to bring about improvement for all.

2.6. We note at this time the national consultation on an Education Bill, which, depending on the outcome, could change the parameters within which the Partnership will plan for improvement and operate. However, since August 2017, the Partnership has been developing the initial Improvement Plan, in line with national guidance, with the intention that it will be updated annually following an evaluation of its progress and impact, both of which will be reported regularly to the Glasgow City Region Education Committee (see 3.2).

2.7. The early work of the partnership has enabled the establishment of networks across the region and lead officers have sought to work with existing groups, where these are in place, in developing the initial Improvement Plan, focussing on the three priority areas; a group has been formed which will establish indicators and systems to gather evidence to measure the impact of the Partnership’s work and progress of the Improvement Plan.

3. Governance

3.1. Through the development of the GCREIC there has been a continued strong emphasis on the need to ensure local democratic accountability. On being established by the Glasgow City Region Cabinet in August 2017, it was agreed that the Glasgow City Region Education Committee would be constituted, providing oversight and support to the GCREIC.

3.2. Membership of the Committee will consist of Education Conveners or equivalent (or an appropriate substitute) from each of the local member authorities.

- East Dunbartonshire Council – TBC (Jan 2018)
- East Renfrewshire Council – Councillor Paul O’Kane
- Glasgow City Council – Councillor Chris Cunningham
- Inverclyde Council – Councillor Jim Clocherty
- North Lanarkshire Council – Councillor Frank McNally
- Renfrewshire Council – Councillor Jim Paterson
- South Lanarkshire Council – Councillor Katy Loudon
- West Dunbartonshire Council – Councillor Karen Conaghan

3.3. It will be the role of the Committee to consider and endorse the Improvement Plan and receive and scrutinise reports on the progress of the plan and its impact. The Terms of Reference for the Glasgow City Region Education Committee have been agreed through the City Region Cabinet and it is envisaged that the Committee will meet, as a minimum, twice annually – a summer meeting to agree the Improvement Plan, following the process set out above, and in January to discuss the development of the Improvement Plan and receive updates.

3.4. The Convener of the Committee, to be selected from amongst its membership, and the Regional Lead Officer, Mhairi Shaw, will report as required on the work of the GCREIC to the Glasgow City Region Cabinet, providing oversight of actions.

3.5. The associated actions and improvement plans of each local education authority will continue to be overseen through existing governance arrangements, maintaining local government accountability for the delivery of education services to each community and council area. This approach also allows for the very good partnership working already established in each council for children’s services to continue to contribute positively to the wellbeing of children and families and in so doing, support educational improvement.
4. **Aims of the GCREIC**

4.1. GCREIC is committed to ensuring that all learners have access to consistently high quality learning experiences that lead to improved outcomes across all measures. Through the following improvement plans, and as indicated above, the Partnership seeks to build on the existing work being undertaken by member authorities, through their own plans.

4.2. Specifically, within each of the priority areas, the GCREIC has outlined the following aims:

4.2.1. **Quality Improvement**
- Systems in place which support schools and nurseries to improve continuously
- Data is being used across the region to bring about sustained improvement.

4.2.2. **Early Learning and Childcare**
- All children have equal access to high quality Early Learning and Childcare experiences
- Early Learning and Childcare service delivery is shaped to meet the needs of children and families in the context of flexibility, quality, affordability and accessibility.

4.2.3. **Learner Journey**
- Schools across the region are delivering a cohesive and consistently high quality curriculum which has a range of pathways and supports children and young people to develop skills for learning, life and work.

5. **Improvement Plan Development**

5.1. The GCREIC’s initial Improvement Plan has been prepared as three driver diagrams, one for each of the priority areas, setting out the range of critical activities proposed to deliver on the aims of the collaborative set out above.

5.2. The priorities outlined in the GCREIC Improvement Plan align with the Scottish Government’s National Improvement Framework drivers, seeking to deliver a cohesive system of improvement support and to complement the existing improvement actions of individual member authorities.

5.3. This initial Improvement Plan is wide in scope and is designed to serve as a three year plan, 2017 – 2020, with an annual monitoring and revision process being built in to the GCREIC’s own governance structures. The use of three year plans enables the Improvement Plan to be wide in scope and, given this new, more formal way of working, enables evaluation of the effectiveness of the initial plan across a multi-year period.

6. **Future Plan Development**

6.1. GCREIC is committed to ensuring that stakeholders from across the region can contribute to the development of the work of the collaborative, in particular the development of the Improvement Plan. In particular, the GCREIC is committed to engaging with schools across the region, ensuring coherence between the improvement plans of individual schools and the regional Improvement Plan as set out in this document, each reflecting the annually updated National Improvement Framework and Improvement Plan.

6.2. The Glasgow City Region represents a significant proportion of the Scottish population, significantly larger than comparator Regional Improvement Collaboratives. There are 773 schools across the region, in addition to the hundreds of Early Years settings, both local authority and partner providers. Consulting with such a large number of individual settings will present numerous challenges and it is not possible to have this completed for the initial Improvement Plan.
6.3. It is envisaged that the GCREIC future Improvement Plans, and revisions to the existing Plan, will consult with the schools across the region on an ongoing basis, being informed by and complementing their own individual Improvement Plans which will reflect the priorities and drivers as set out in the National Improvement Framework.

6.4. The following process has been identified for future plan development and revision:

<table>
<thead>
<tr>
<th>Period</th>
<th>Action</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>December</td>
<td>Publication of the Scottish Government’s annual National Improvement Framework (NIF)</td>
<td>Informs the development of individual local authority improvement plans (LIP) and school improvement plans (SIP) within each of the eight partner authorities.</td>
</tr>
<tr>
<td>Jan – March School Term</td>
<td>Individual local authorities and schools develop improvement plans taking account of the Scottish Government’s NIF</td>
<td>SIP priorities feed into the GCREIC Improvement Plan, complementing LIPs</td>
</tr>
<tr>
<td>April – Summer School Term</td>
<td>GCREIC develops an Improvement Plan, in preparation for the coming school year</td>
<td>The GCREIC Improvement Plan endorsed by the June meeting of the Regional Education Committee and submitted to Education Scotland.</td>
</tr>
</tbody>
</table>

6.5. In addition, the GCREIC proposes to engage with a number of additional stakeholders from across the education sector, including HE and FE establishments, Trade Unions, Education Scotland and the Care Inspectorate.

7. **Resources**

7.1. The initial Improvement Plan sets out a number of critical activities, many of which will require a significant staff resource. An initial scoping exercise is underway to identify the resources available across all eight partner local authorities. This consists of staff who provide quality improvement support and challenge to schools, and school staff, including those who are Associate Assessors with Education Scotland. It is also expected that Education Scotland will support the work of the Partnership.

7.2. The Partnership will seek to utilise the existing expertise that exists across the eight partner authorities’ existing workforce. It is anticipated that a cost sharing mechanism will be established at an early opportunity to ensure that no one local authority is being overburdened. This approach will ensure that all staffing costs are apportioned across the eight partners.

7.3. It is recognised that a longer term solution will have to be developed to ensure that strain is not placed on existing resources across the partner authorities. It is proposed that a request for additional funding be made to the Scottish Government to support the operation of the West Partnership. Such a bid will be prepared and shared with the Convener of the Regional Education Committee before submission to the Scottish Government with the plan by the due date of 30 January 2018.

8. **Next Steps**

8.1. Each of the subsequent driver diagrams, one for each of the priorities, sets out a number of key activities to be undertaken to achieve the GCREIC’s initial aims.
8.2. In addition to the key activities, it is also recognised that there will require to be a number of systems established to enable the GCREIC to work in supporting improvement across the 8 member authorities.

8.3. The Partnership will seek to identify an appropriate method in which schools and staff will be able to access the support available. The demands for this support will increase as the role and scope of the Partnership becomes more widely known.

8.4. It is anticipated that an appropriate IT solution be developed, enabling schools and staff to access courses and training opportunities, as well as drawing on best practice and other kinds of support that we will seek to make available.
**Theme**

**Intermediate Outcome**

*We will know we are making good steps along the way WHEN...*

**Our contribution**

*So we need to ...*

**Critical Indicators**

1. % of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy and numeracy
2. % of S3 pupils achieving third level or better in literacy and numeracy
3. % of S5 pupils achieving 1 or more awards at SCQF Level 6 or better
4. % of S6 pupils achieving 5 or more awards at SCQF Level 6 or better.
5. % of school leavers achieving SCQF Level 5 Literacy and Numeracy
6. Average complementary tariff score of leavers (Stretch aim targets based on SIMD deciles)
7. Evaluations of professional learning opportunities provided to staff
8. % of establishments evaluated as good or better for leadership of change through Education Scotland inspections, regional reviews and establishment self-evaluation

**Critical Activities**

*By...*

- Working with schools, devise a system which ensures guidance, support and opportunities to drive improvement is available.
- Building capacity of staff and establishing a self-improving system, verified by internal and external quality assurance, ensuring an intelligence-led approach to support and challenge.
- Reviewing aspects of pupils’ experiences across the region starting with Early Level learning in 2018.
- Shaping and delivering CLPL opportunities across the region reflecting demand as indicated by data / other indicators.
- Devising a programme which encourages and facilitates collaboration amongst schools across the region based on professional enquiry, including sharing best practice in closing the poverty related attainment gap.
- Developing a programme to improve leadership at all levels of the system.
- Reviewing all LNCT agreements to share best practice.
- Training school senior managers in application of LNCT agreements to bring

   - Identifying data available and current performance to establish baselines and develop a range of key performance measures and targets.
   - Targeting support at local authority and school level
   - Delivering training for local authority and school staff on the effective use / analysis of data; planning for improvement; and, writing evaluatively.
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>2017-18 Value</th>
<th>2018-19 Value</th>
<th>2019-20 Value</th>
<th>2020-21 Value</th>
<th>2020-21 Target</th>
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</thead>
<tbody>
<tr>
<td>I.1</td>
<td>% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)</td>
<td>Baselines to be established</td>
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<tr>
<td>I.2</td>
<td>% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy</td>
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<td>% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)</td>
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<tr>
<td>I.4</td>
<td>% of S3 pupils achieving third level or better in numeracy</td>
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<tr>
<td>I.5</td>
<td>% of S5 pupils achieving 1 or more awards at SCQF Level 6 or better</td>
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<tr>
<td>I.6</td>
<td>% of S6 pupils achieving 5 or more awards at SCQF Level 6 or better</td>
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<tr>
<td>I.7</td>
<td>% of school leavers achieving SCQF Level 5 Literacy and Numeracy</td>
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<tr>
<td>I.8</td>
<td>Average complementary tariff score of leavers (Stretch aim targets based on SIMD deciles)</td>
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<tr>
<td>I.9</td>
<td>Evaluations of professional learning opportunities provided to staff</td>
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<tr>
<td>I.10</td>
<td>% of establishments evaluated as good or better for leadership of change through Education Scotland inspections, regional reviews and establishment self-evaluation</td>
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</table>
Intermediate Outcome

We will know we are making good steps along the way WHEN...

Our contribution

So we need to...

Critical Activities

By

Schools across the region are delivering a cohesive and consistently high quality curriculum which has a range of pathways and supports children and young people to develop skills for learning, life and work.

• Improve specialist curriculum support to schools and nurseries.
• Provide high quality opportunities for staff to develop curricular delivery to meet the needs of all learners.
• Improve the design, alignment and cohesion of the learner journey at key points of transition.
• Work to widen the access to Higher Education, especially for under-represented groups of learners.
• Ensure the curriculum is aligned with the future employability and skills needs of the City Region.

Critical Indicators

1. Primary exclusion rates
2. Secondary exclusion rates
3. Primary attendance rates
4. Secondary attendance rates
5. Initial and sustained school leaver destinations of senior phase pupils
6. % of establishments evaluated as good or better for learning, teaching and assessment through Education Scotland inspections, regional reviews and establishment self-evaluation
7. Evaluations of professional learning opportunities provided to staff

• Identifying resources and expertise across all eight authorities and Education Scotland.
• Consulting with key groups to identify areas that require greatest support.
• Building on existing local models of practice, provide CPD which will support staff to design the curriculum to ensure it is relevant to the needs and interests of pupils.
• Extending opportunities for professional collaboration and sharing of best practice across the Partnership.
• Focussing on support for high quality learning, teaching and assessment across curricular areas within the BGE and Senior Phase.
• Developing the use of digital technology to support the sharing of practice.
• Extending the range of moderation and assessment activities for school leaders and class teachers.
• Improving approaches to monitoring and tracking pupil performance at every level to ensure curriculum continuity.
• Take forward the recommendations from A Blueprint for Fairness from the Widening Access Commission.
• Working closely with the City Region teams to identify the skills needed to deliver sustained economic growth.
• Work with DYW partners to improve the range of curricular pathways for young people following an audit of the range of courses available in the Senior Phase.
<table>
<thead>
<tr>
<th>Indicator</th>
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<th>2020-21 Value</th>
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</thead>
<tbody>
<tr>
<td>L.1 Primary exclusion rates (rates per 1000 pupils)</td>
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<td></td>
<td>Baselines to be established</td>
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<tr>
<td>L.2 Secondary exclusion rates (rates per 1000 pupils)</td>
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<td>L.3 Primary attendance rates</td>
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<tr>
<td>L.4 Secondary attendance rates</td>
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<tr>
<td>L.5 Initial and sustained school leaver destinations of senior phase pupils (Target based on % in positive destinations)</td>
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<tr>
<td>L.6 % of establishments evaluated as good or better for learning, teaching and assessment through Education Scotland inspections, regional reviews and establishment self-evaluation</td>
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</table>
Early Learning and Childcare

**Theme**

**Outcome**

*We will know we are making good steps along the way WHEN....*

**Our contribution**

*So we need to ...*

**Critical Activities**

*By....................

- Supporting early learning and childcare settings to revisit practices in self-evaluation and self-improvement.
- Creating a Quality Assurance Framework based on regional validation which provides support and challenge to all early learning and childcare settings (including Partner Providers, Childminders, Community Led and Local Authority) to achieve consistently high standards.

---

**Critical Indicators**

1. % of children achieving their West Partnership defined milestones when starting school.
2. % of ELC establishments being confirmed as good and above as part of the regional Validated Self-Evaluation process.
3. % of ELC establishments evaluated as good or better for leadership of change, quality of staffing through Education Scotland inspections, Care Inspectorate reports, regional reviews and establishment self-evaluation.
4. % of ELC establishments evaluated as good or better for learning, teaching and assessment through Education Scotland inspections, regional reviews and establishment self-evaluation.
5. Evaluations of professional learning opportunities provided to staff.
6. % uptake of 1140 hours.

---

**Build Leadership Capacity**

- Supporting staff to provide a curriculum which is well matched to the stages of development of babies, toddlers and young children.
- Providing guidance on curricular elements affected by the increase in entitlement to 1140 hours, e.g. structure of the day, core period, embedding learning.
- Ensuring continuity and progression in learning across blended placements and early level, including Primary 1.
- Promoting greater use of the physical estate – focusing on increased no. of children - lunch provision, flexible areas, using community resources, etc.
- Establishing and promoting West Partnership’s strategic approach to outdoor learning.
- Creating and implementing consistent tools to track and monitor progress in communication, early language, mathematics and health and wellbeing.

**Develop Curriculum, Learning and Teaching across all environments**

- Establishing links with colleges, universities and training providers.
- Developing a regional CLPL leadership pathway to support effective leadership of ELC at all levels.
- Share CLPL opportunities for new and existing staff across the region.

**Source, develop and support the ELC workforce**

- All children have equal access to high quality Early Learning and Childcare experiences.
- ELC service delivery is shaped to meet the needs of children and families in the context of flexibility, quality, affordability and accessibility.
### Early Learning and Childcare Theme - Indicators

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<tr>
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<td>E.2</td>
<td>% of ELC establishments being confirmed as good and above as part of the regional Validated Self-Evaluation process.</td>
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<td>% of ELC establishments evaluated as good or better for leadership of change, quality of staffing through Education Scotland inspections, Care Inspectorate reports, regional reviews and establishment self-evaluation</td>
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<td>% uptake of 1140 hours</td>
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</table>
How is Education in Scotland run now?

The Scottish Government, local government, national agencies and other bodies each play different roles in governing, leading and supporting the delivery of education.

**Scottish Government**
- Develops national policy and sets overall direction
- Gives majority of funding to local authorities for education
- Legal duty to improve education and powers to raise standards
- Legal duty to promote involvement of parents in education

**Scottish Social Services Council**
- Regulator for the social service workforce

**General Teaching Council for Scotland**
- Sets teaching standards
- Accredits teacher training
- Oversees induction, professional learning and student placement programmes

**Care Inspectorate**
- Regulates and inspects the standard of care services, including in early years, and residential schools

**Education Scotland**
- Supports quality and improvement
- Responsible for supporting schools to deliver Curriculum for Excellence and for school inspection.

**Scottish Qualifications Authority**
- Develops school examinations and awards qualifications

**Scottish College for Educational Leadership**
- Responsible for developing leadership and programmes

**8 Universities**
- Provide teacher education

**Children and Young People**
- Children have rights to be heard and involved in decisions about their education

**Parents** have a range of rights and responsibilities, including
- **Responsibilities** to ensure their children: are properly educated at school age; attend school; obey school rules.
- **Rights** to: children being educated in line with their religious/philosophical beliefs; to choose school; to be consulted and appeal against decisions on additional support needs.
- **Parent Councils** represent the voice of parents in their school

**Early Years staff & Teachers**
- Deliver day to day care and learning to children in early years settings and schools

**Headteachers**
- Day to day running of school
- Share responsibility with local authority for management and delivery of curriculum
- Some funding decisions

**32 Local Authorities (as Education Authority)**
- Duty to provide “adequate and efficient” school education and early years provision
- Employment of school and some early years staff
- Decide how much money to give to schools
- Number of other duties, for example; providing for additional support needs; consulting on school estate, arranging school transport, school opening, closing and holiday dates

**Others**
A range of other partners support children’s learning including private and third sector providers; local community organisations and charities as well as other local services such as social work, the police, employers, colleges and universities